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ABSTRACT

Because a woman's level of living and quality of life are determined to a great degree by the choices she makes while still in her teens, the purpose of the unit is to give American Indian girls some idea of what it costs to live, how to use their resources, and to help them develop skills for managing their resources. The unit includes the following concepts: (1) there are individual attitudes toward money: (2) managing money is based on goals: (3) values are related to spending: (4) a spending record is important: (5) there are resources besides money: (6) wants and needs are not the same: (7) a spending plan helps one control money: (8) a spending record and a spending plan go together: (9) managing money is related to choices: (10) sharing is part of managing money: and (11) saving is part of money management. The unit provides books for girls ages 9 to 11, 12 to 14, and 15 to 18. Most of the background information for the unit is in the book for 15 to 18 year olds. Exercises in the unit provide opportunities for girls to clarify their values, keep spending and saving records, and learn about the costs of living. There is also a set of quotations about money and a "$ Game" which includes a game board and a set of playing cards. The leaders' guide contains concepts, objectives and background information for learning activities for the unit. (Author/CM)

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Your Money

by Cathaleen Finley

Choices & Careers
Free To Choose

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UWEX Cooperative Extension Programs
University of Wisconsin-Extension

Your Money

Book I

by Cathaleen Finley
Illustrated by Amy Martin

About The Author

Cathaleen Finley is an associate professor in the Department of Family Development at University of Wisconsin—Extension.

1978

About The Program

"Your Money" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

W3GY13

Fact Sheet

Your Money — Unit For Girls

Choices & Careers

Free To Choose

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The level of living and quality of life of a person are determined to a great degree by the choices a girl makes while she is still in her teens. Most outcomes in life can be the result of conscious choice rather than chance. Girls need to gain some idea of what it costs to live and some ideas of how to use their resources. This unit is an effort at helping girls develop some skills for managing their resources.

While the unit is called "Your Money" it really focuses on the management of money and other resources.

Some people say, "But I don't have enough money to manage." Others say, "But I don't have enough to save." If girls have money to spend, they have money to manage. While one's needs, wants, income, and life style may change, the principles of financial management remain the same.

Most of the background information for this unit is in the "Your Money," Book III for 15 to 18 year old girls.

Following are the concepts included in this unit:

a. There are individual attitudes toward the use of money.
b. Managing money is based upon goals.
c. Values are related to spending of money.
d. A spending record is part of money management.
e. There are many resources besides money.
f. There is a difference between wants and needs.
g. A spending plan helps one control her money.
h. A spending record and a spending plan go together.

i. Managing money is related to choices one makes when spending money.
j. Sharing is part of managing money.
k. Saving is part of managing one's money.

Included in the unit is a leaders guide (W2GX13), "Your Money," Book I (W3GY13) for girls ages 9 to 11, "Your Money," Book II (W3GM13) for girls ages 12 to 14, and "Your Money," Book III (W3GO13) for girls ages 15 to 18. Also included in the unit is a set of money quotes (WKGX13a) and a $ Game which includes a game board (WTGX13a) and a set of playing cards (WTGX13b).

About The Author

Cathaleen Finley is an associate professor in the Department of Family Development at University of Wisconsin—Extension.

About The Program

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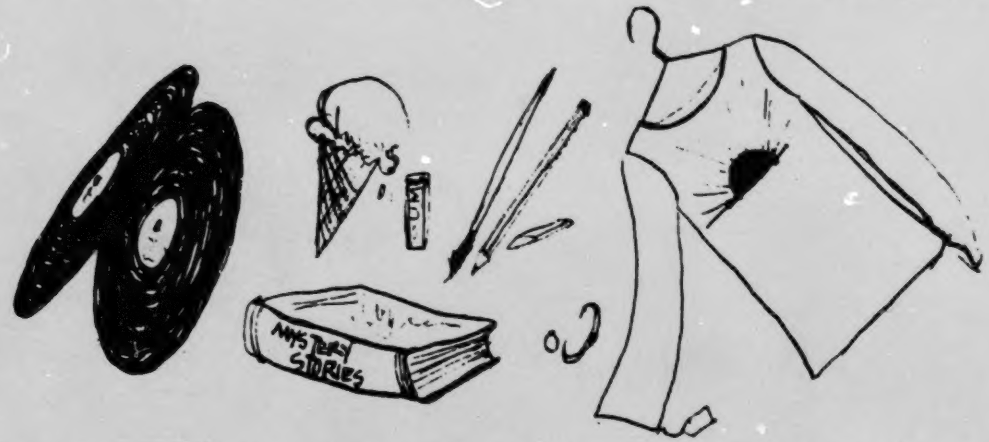
UWEX Cooperative Extension Programs
University of Wisconsin-Extension

Your Money

Money means different things to different people. Each person has her own idea about how she wants to use her money. This is because each girl has her own wants and needs. People spend their money to buy what is important to them.

So you can get what you want from your money you must set some goals. That means deciding "this is what I want to do with my money." A goal could be saving money to buy your sister a birthday present. Another goal might be "I will only spend 25 cents for a treat for myself."



Using money wisely means making decisions. You must think about what you want, how much money you have, and what you can buy with that amount of money.

To know what you can spend money for, you must know how much money you have. Sometimes your parents may give you some money. You may get an allowance. Or maybe you get money for a gift. You may even earn some money.

Usually one doesn't have all the money she wants. That means she must use some resources other than money. For example, if you don't have enough money to buy a gift, you can make one.

How do you spend the money you get? Does it buy the things you want it to buy? Keep a record of where you spend your money. That makes it easier to get what you want.

When you plan to spend your money, think about what you really must have money for, such as a gift for someone. You can call such things "must haves." You will probably spend money for some things you want but don't have to have. Then try to use some of your money for "set aside" money. That's money that you save for something special.

SAVING
SAVINGS ACCOUNT

Make a plan for spending your money. Figure out how much money you will have for the next month or so. Then decide how you will use that money. What you decide becomes your spending plan.

Money can be used in three ways. It can be spent, it can be shared, or it can be saved.

When you buy a pack of gum, money has been spent. When you buy or make a gift for your grandmother, money has been shared. When you put money in the bank, it has been saved.

Activity Section

What I Like To Do

Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	
					1. I go into debt for Christmas gifts.
					2. I would be upset if I had to do without a TV for the next few weeks.
					3. I like to write letters.
					4. I would like to go to a museum.
					5. I like to have friends visit me in my home.
					6. I like to camp.
					7. I would like to take a trip to the moon.
					8. I like to go to pow wows.

Which of the Big S's?

Check whether each of the following girls used her money or other resources for spending on herself, for sharing, or for savings. Sometimes you can check more than one.

SPENDING	SHARING	SAVINGS	
_____	_____	_____	1. Beth Ann wants to give her mother a nice gift for Mother's Day. She is saving 15 cents each week so she will have money with which to buy the gift.
_____	_____	_____	2. Sally just bought herself a new record with the money she earned babysitting.
_____	_____	_____	3. Last week Tillie bought herself a new pair of tennis shoes.
_____	_____	_____	4. Martha painted a picture and gave it to her aunt for a present.
_____	_____	_____	5. Sue wants a new record. She is saving 50 cents a week so she can buy it.
_____	_____	_____	6. Molly invites her two best friends over for supper.
_____	_____	_____	7. Sandra babysits for her cousin and doesn't charge her anything.
_____	_____	_____	8. Monica has an allowance. She stops at the store and buys lots of candy for herself.
_____	_____	_____	9. Each week Tammy puts a quarter in her bank.
_____	_____	_____	10. Maggie is saving money so she can buy some yarn and knit her father a pair of socks for Christmas.

My Income

List the money that you receive as a gift or as an allowance, and that which you earn during the next month. If you get money any other way, record it and give the source.

Use the following form to keep track of where your money comes from:

DATE	GIFTS	ALLOWANCE	EARN	OTHER AND SOURCE
TOTAL				

Your Money

Book II

by Cathaleen Finley

Illustrated by Amy Martin

About The Author

Cathaleen Finley is an associate professor in the Department of Family Development at University of Wisconsin—Extension.

About The Program

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W3GM13

Your Money

Why do some people, who have as little or as much as you, always seem to be broke and others seem to get what they want with their money? Don't you envy friends who

never have to borrow 50 cents to tide them over?

don't moan, "I'm flat broke" when the hat is passed?

always have cash on hand for a movie or a snack?

never run short before the next allowance or paycheck?

They may not have any more money than you. They just manage better. They know where their money is going, they plan ahead for expenses they can't avoid, and they set aside money for the things they want.

Make your money work for you so you can use money to help you get what you want by

setting goals.

making plans.

following your plans.

changing your plans if you need to.

To do this you must know

what you want from your money.

how much money you have.

how to make a spending plan.

how you spend your money.

how to make changes in your spending plan.

What Do You Want?

You work for your money—let it work for you. You decide how to spend it. Don't let your money spend itself by trickling out of your pocket.

Goals might include what you want to do or to be. Your choice for a life's career may be influenced by such things as books, music, tools, or art supplies. Think about developing some special interest when buying things for yourself. Set some goals for using your money. Goals are clear statements of what you want from your money. Goals might be

a new tape recorder.

a birthday present for your mother.

a trip.

a new record.

Goals can be for a long time or a short time. Long-term goals may be what you want six months or one year from now—for example, a new bike. Short-term goals may be what you want next week or next month or tomorrow, such as a new record. Some goals are possible; some may be impossible for you at this time. Be reasonable about the goals you set for yourself.

How Much Money Do You Have?

The first step in managing your money is to know exactly how much money you really have. A word of caution when figuring your income—don't count money that you don't have, such as the money you might get for a gift.

You probably get money in one of four ways. You might get money by what is called a handout system—that is, getting money when you ask for it. Or you might get an allowance. You may earn money. Sometimes you get money as a gift.

List the money that you will have to work with. If you receive an allowance, include this as part of your income. If your parents occasionally give you spending money, figure the average amount. If you work irregularly, take the average amount that you receive, not the maximum.

Usually a girl does not have as much money as she wants. That means she uses resources other than money. She could check a book out from the library rather than buy it, or she could make a gift instead of buy one.

How You Spend Your Money Each Day

Record Keeping

Does your money seem to disappear? Do you sometimes feel as if you don't have anything to show for your money? Keeping records for a while may help you. Keep a record of how you spend your money for two weeks, or a month.

A record may tell you that you are spending money for things you don't really want. Once a day, or every three or four days (if you wait too long you forget), jot down in the record what you have spent. You may be surprised! Keeping receipts may help you with record-keeping. Keep the receipts in a place where you can easily find them, or use a notebook to jot down where you have spent the money. Then every few days, or after a shopping trip, use the receipts to record your spending.

SPENDING
RECORD

Some people think that they can plan and keep a record in their head. There is danger in forgetting something or not getting the best use of money if you use this method. The main point is to make your money work for you to get what you want from it.

Remember, record keeping is not for the sake of keeping records, but to see if you are getting what you really want from your money.

Once you know where the money is going, you will be able to make a spending plan for yourself.

How You Spend Your Money

Must Haves - Needs

Needs are things over which one has little or no choice. They are things you must have. For example, if you are to have school supplies, such as paper and pens. you may need to buy them. If you are to have winter boots to wear, you may need to buy them. During your teen years parents often take care of many of your "must haves" or needs. Included in those needs are things like housing, food, and medical care.

SCHOOL
BOOKS

Wants

Wants are things you have some choice about. For example, you may buy either a new sweater or go to a party, or you may take a trip or buy a new record. Wants are things you don't have to have but would like to have. Wants and needs are different for different people.

Set Asides - Savings

Some things such as Christmas presents, winter clothes, or a swim suit you are likely to buy at only one time of the year. The best way to have money for things in the future is to set it aside before you spend your income. If you wait to do this until the end of the week or the end of the month, you may have nothing left to set aside. Why not start putting some of the money aside in a savings account in a bank? Why not go to the bank before you spend your money?

You may feel that all of this planning and record keeping is unnecessary for the small amount that you have. But really anyone who has money to spend has money to manage. Besides it is good practice for the time when you become a student away from home or when you set up housekeeping for yourself. As your income, your needs and wants, and your spending patterns change, you'll make new budgets at different stages in your life. But how you make and stick with a budget is always the same. It pays to learn to do it now.

How To Make a Spending Plan

Planning

Knowing how much money you have helps you plan so you can reach your goals. If you buy three records instead of one, you may have to wait another month to buy the special shirt you have been wanting.

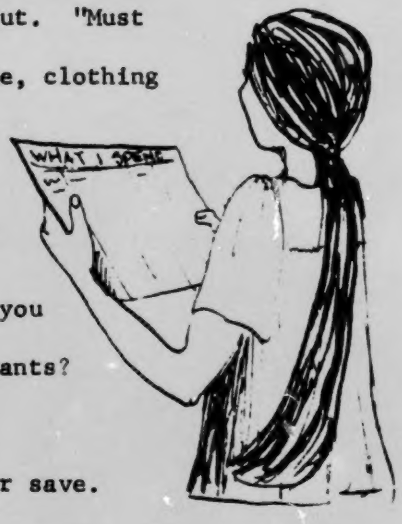
Think about the things you want. How much do they cost? Can you afford them next week, next month, or six months from now?

Total up how much it will cost you each week or month to get your "must haves"—those things you cannot do without. "Must haves" are different for each person. For some, clothing is a "must have," for others school books may be "must haves."

Next take a look at what you want to do with your money in the future. How much must you save each week or month to take care of your wants?

To complete your spending plan:

1. Decide what you are going to "set aside" or save.
2. Subtract savings from your "must haves" or needs.
3. What is left for your wants?



Resources Besides Money

Fortunately, a person usually has more resources than money. What are resources? Resources are the things that we have to work with, the things that we have to use to help us get the things we want.

There are many resources besides money. There are really two types of resources which we have available to use: our human resources (personal qualities) and our nonhuman resources (things). Human resources include:

Energy

Interests

Abilities

Skills

Knowledge

Attitudes

Nonhuman resources include:

Time

Money

Community facilities

Material goods

Examples of each of the human resources which people have are:

Energy: amount needed to do some work

Interests: gardening, music, art, mechanics

Abilities or skills: intellectual ability, skill in sewing

Knowledge: information needed

Attitudes: willingness to accept change, optimism

Examples of each of the nonhuman resources which people have are:

Material goods: house, car, food, equipment

Money: savings, wages

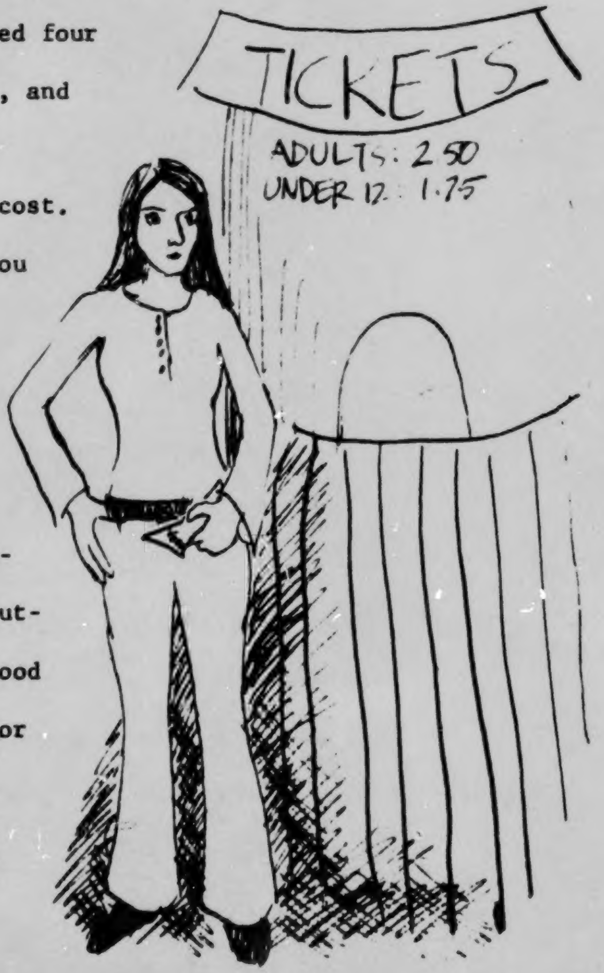
Community facilities: library, community building, stores, roads

Time: hour, day, week, lifetime

The Cost of Fun

One needs to strike a balance between work and recreation. The meaning of recreation depends on each person's values—what is important to her.

Not everything has a price tag, but it may cost the use of a resource. It may cost resources such as time or space, or the cost may involve other people's effort. Suppose you go to a movie just because everyone else does. You do not enjoy the picture and wish you had not spent your money and your time. You also took up space or a seat in the theater. Someone else could have sat in your place and enjoyed the show. You used four basic resources—time, space, money, and man—and all were wasted.



Everything has an opportunity cost. This means that for each decision you make, another choice might have been a better one. Consider choices to be sure your resources serve you as you like.

When a resource is scarce, consider other possibilities. Substituting one resource for another is a good way to solve a shortage problem. For instance, if you can't buy a gift, make one.

What if you can't buy a gift and haven't the skill to make one? What can you do? You can do a job or something else that would bring someone pleasure.

When money is a scarce resource it is smart to consider opportunity cost. Suppose you can buy one football ticket for $2.50 or two movie tickets for $2.50, or an item of clothing you really want for the same amount. Which will bring you more satisfaction? That decision is yours.

Sharing

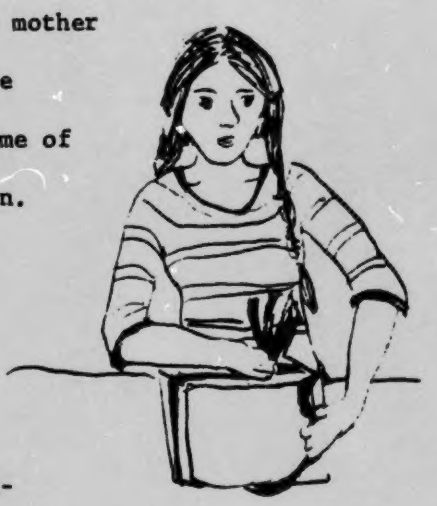
Giving can be just as satisfying as getting. Giving is necessary if one expects to continue to get. We give many things: our friendliness, love, time, talents, possessions, and money.

Sometimes you share your money with others when it is impossible to give something of yourself. Sometimes sharing requires your using some money along with time, talent, or other resources.

A plan for use of money, if it is realistic, will include an amount for sharing.

A little child is one of the most generous people in the world. A handful of the first dandelion blossoms brought to mother is a gift of love and is something available to the child. This may be just the beginning of a lifetime of giving gifts as an expression of love and affection.

Gifts need not cost money, but many things you may want to give do cost some money. It is hard to have to make a last-minute decision when the money available will not buy a gift and pay for something you want for yourself too. Planning ahead will keep you from getting in such a spot.



Entertaining

Sharing fun with friends may cost money. Going "dutch" at the neighborhood refreshment stand or the movies may be the way it is done. Sometimes you may invite a friend to join you and you pay the bill.

Your friends may gather at your home to hear records, watch TV, or play ball. Dad and mother have encouraged this, and have furnished snacks, drinks, etc. The treats come out of the family grocery supply. Families who enjoy entertaining find they must spend more for food than if they do less of this kind of sharing. It is easy to overlook this kind of cost as one that should be planned. However, a big unexpected party can really put a dent in a tight family budget.

Sharing is an important value for many Indian people. Make it fit with your plan of sharing, spending, and saving money.

How To Make Extra Dollars Work For You

Savings

Savings can give you:

SAVINGS
ACCOUNT
DATE

Funds for education

Things you want to have or do in the future

A certain sense of security

Funds for an emergency

Extra money earned through interest

Money to pay cash for goods and services

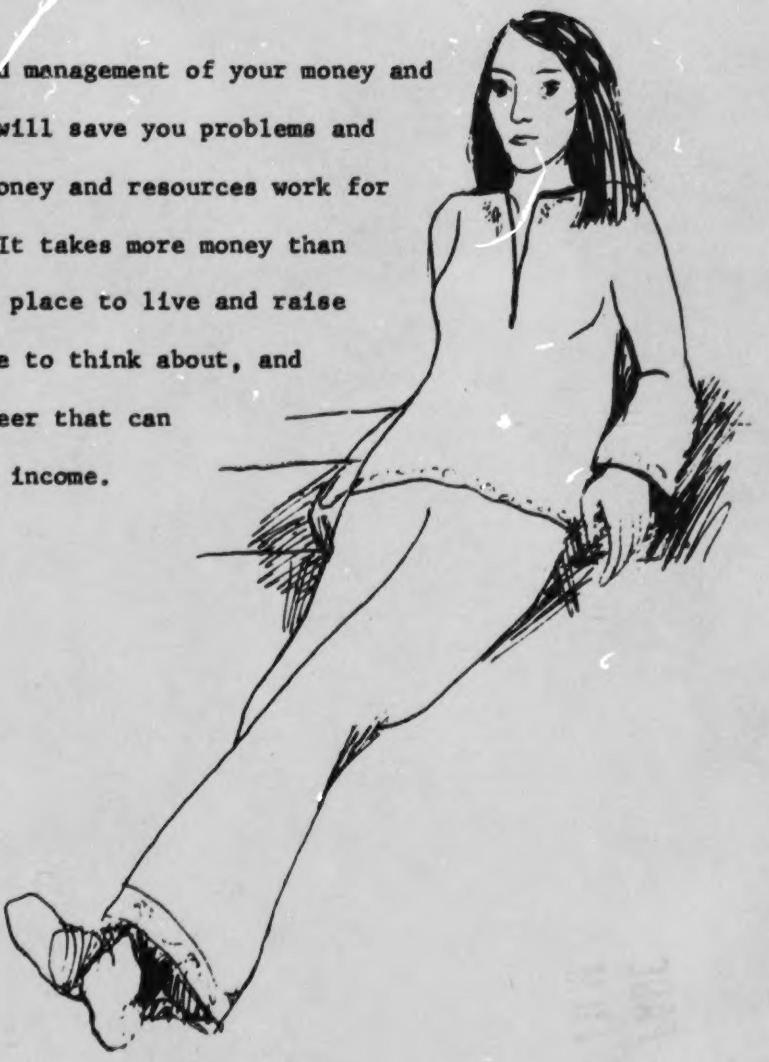
An opportunity not to spend money on things you don't really want

It is easier to save money if you are saving it for a special purpose. When you save money, remember that you are paying yourself first. If you saved $5.00 each week for five years, at the end of five years you would have deposited $1300, but your savings account would total $1474.49, if your bank paid 5 percent interest compounded quarterly.

Why not put some of your money in a savings account at a bank? Ask the banker how easily and quickly you can get your money out of savings. Ask the banker how much your invested money will earn in interest. Interest is money earned on your savings. If you save money in a piggy bank at home, it is very easy to spend, and someone else may borrow it from you.

The Future

It is practicing good management of your money and resources right now that will save you problems and will help you make your money and resources work for you when you are older. It takes more money than one might think to have a place to live and raise a family. Now is the time to think about, and plan for, the kind of career that can provide you with a decent income.



Activity Section

What I Like To Do

Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	
					1. I go into debt for Christmas gifts.
					2. I would be upset if I had to do without a TV for the next few weeks.
					3. I like to write letters.
					4. I would like to go to a museum.
					5. I like to have friends visit me in my home.
					6. I like to camp.
					7. I would like to take a trip to the moon.
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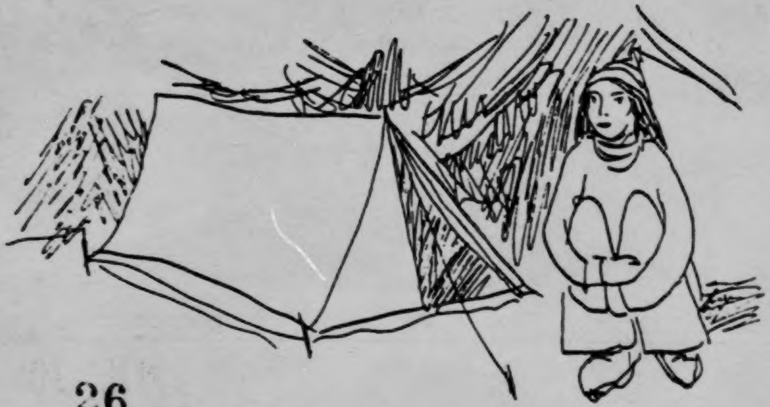


Which of the Big S's?

Check whether each of the following girls used her money or other resources for spending on herself, for sharing, or for savings. Sometimes you can check more than one.

SPENDING	SHARING	SAVINGS	
_____	_____	_____	1. Beth Ann wants to give her mother a nice gift for Mother's Day. She is saving 15 cents each week so she will have money with which to buy the gift.
_____	_____	_____	2. Sally just bought herself a new record with the money she earned babysitting.
_____	_____	_____	3. Last week Tillie bought herself a new pair of tennis shoes.
_____	_____	_____	4. Martha painted a picture and gave it to her aunt for a present.
_____	_____	_____	5. Sue wants a new record. She is saving 50 cents a week so she can buy it.
_____	_____	_____	6. Molly invites her two best friends over for supper.
_____	_____	_____	7. Sandra babysits for her cousin and doesn't charge her anything.
_____	_____	_____	8. Monica has an allowance. She stops at the store and buys lots of candy for herself.
_____	_____	_____	9. Each week Tammy puts a quarter in her bank.
_____	_____	_____	10. Maggie is saving money so she can buy some yarn and knit her father a pair of socks for Christmas.

Making Choices

Sarah receives an allowance of $5.00 a week. She really feels it's important to save money, but she also likes to look like the other girls. Most of the girls are wearing a new type of shirt. The shirt costs $8.98. Will she take some money out of savings and get the new shirt this weekend or will she save her allowance for two weeks and get the shirt?

Why? How do her values conflict?

Sonya is really interested in art. She has been saving for some art supplies for quite a while. Now some of her friends plan to take a trip. She wants to go along, but it will cost $15.00.

What do you think she will do? Why?

Karen had saved part of her summer earnings to buy school clothes. But then she got a great urge to have a bicycle. She doesn't have enough savings for both.

What do you think she will decide? Why?

My Income

List the money that you receive as a gift or as an allowance, and that which you earn during the month. If you get money any other way, record it and give the source.

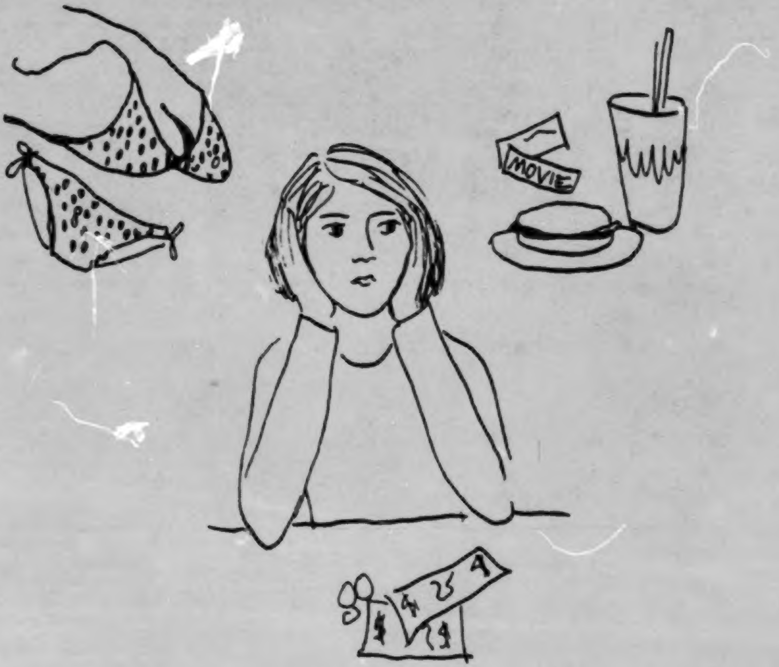
Use the following form to keep track of where your money comes from:

DATE	GIFTS	ALLOWANCE	EARN	OTHER AND SOURCE
TOTAL				

Income and Goals

Mary has saved $3.00 toward a bathing suit that costs $10.00 She has four more weeks before she needs the suit. She has been sitting with a neighbor child once a week for an hour for 50 cents. She can keep on babysitting. She gets an allowance of $2.00 a week. She goes to the show every week and has to have refreshments with the girls. By not going to the show she would have enough money for the bathing suit.

What would you do if you were Mary? Why?



Sandra wants to go to camp in the summer. She will need $10.00 more to finance the trip that is only two weeks away. She mowed the neighbor's lawn one time for $3.00. The lawn will need mowing only once more before time to go to camp. She is saving $1.00 a week out of her $2.50 weekly allowance to buy a new bicycle in the fall. She has saved for 25 weeks for the bicycle.

What do you think she could do to reach both of her goals? Do you think it would be better if she worked on one goal at a time? What would you tell her to do?

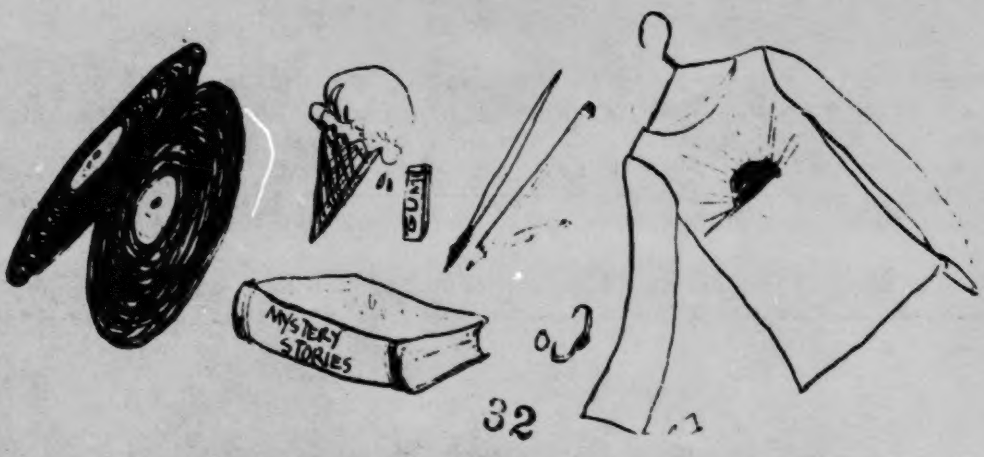
Income and Spending

Where does it come from?

______ allowance
______ special allowance funds (lunches, clothes, etc.)
______ earnings
______ gifts
______ ____
______ ____

Where does it go?

______ candy, gum, ice cream, hamburgers, other snacks
______ comic books, magazines, books, newspapers
______ gifts
______ hobbies
______ movies
______ repaying loans
______ savings for special purchase in near future
______ long-range savings in bank account
______ club dues
______ sports equipment and repair
______ school supplies
______ football, baseball games, etc.
______ concerts
______ school plays
______ athletic fees
______ dances
______ class trips
______ dating expenses
______ phone calls
______ musical instrument, record player, etc.
______ records
______ haircuts
______ cosmetics, toiletries
______ clothing
______ dressmaking materials
______ clothing upkeep (cleaning, alterations, shoe repair, etc.)
______ emergencies
______ ____
______ ____
______ ____



My Spending Record

DATE	ITEM BOUGHT	FOOD & SNACKS	CLOTHES	THINGS JUST FOR ME	TRANSPORTATION	FUN & HOBBIES	EDUCATION	GIFTS
	TOTAL	$ ______	$ ______	$ ______	$ ______	$ ______	$ ______	$ ______

A Want Or a Need

Try to decide if each girl used her money for a want or a need.

A Want	A Need	Not Sure	
_____	_____	_____	1. Mary chooses to use her money for two records rather than for new boots, even though her boots leak.
_____	_____	_____	2. Molly is to pay for the guitar lessons she is taking. She saw a pair of jeans that she thought she couldn't live without. She bought the jeans and now can't pay for her guitar lessons.
_____	_____	_____	3. Sara is earning money by working at the tribal building. She is surprised when her mother shows her a $25.00 phone bill that Sara ran up by calling long distance to kids she met at camp. Sara pays the bill.
_____	_____	_____	4. Susie is working at the tribal hall. She bought her own typewriter on credit. She earns enough to make the payments. Last weekend she spent time in town with her friends. Somehow she spent all her money. Now she can't make her payments.

What I Need Money For

List below what you need money for, how much each item will cost, and where you will get the money. Do this for the next month.

What I Need Money For	How Much Money	Where I Will Get the Money

Spending Plan

Month	Income Amount per Month
____________	$ ____________
____________	$ ____________
____________	$ ____________
TOTAL INCOME	$ ____________

Set Asides (Savings)	Month	Month	Month	Total
____________	$			
____________	$			
____________	$			
TOTAL	$			

Expenses (Wants, Needs)	Month	Month	Month	Total
Food (Snacks, etc.)	$			
Clothing.	$			
Personal (Makeup, toothpaste) . .	$			
Transportation (Gas, rides) . . .	$			
Recreation (Movies, games, records).	$			
Education (Books, magazines). . .	$			
Gifts	$			
TOTAL.	$			

TOTAL SET ASIDES . . . . $ ____________

TOTAL EXPENSES . . . . $ ____________

TOTAL. . . . . $ ____________

My Plan For Sharing

Make a list of people to whom you think you will give gifts during the next year. If the gifts are for special occasions, what are they? How much do you expect to pay for them?

Who	Why	Cost	Resources besides Money

My Plan For Savings

ITEMS WANTED	MONEY NEEDED

MyPlan

Where will the money came from?

____

____

____

How much will I save each week?

First Week	Second Week	Third Week	Fourth Week	Fifth Week	Sixth Week

SAVING
SAVINGS ACCOUNT
DATE

Your Money

Book III

by Cathaleen Finley

Illustrated by Amy Martin

About The Author

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About The Program

"Your Money" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

Your Money

Why do some people, who have as little or as much as you, always seem to be broke and others seem to get what they want with their money? Don't you envy friends who

never have to borrow 50 cents to tide them over?

don't moan, "I'm flat broke" when the hat is passed?

always have cash on hand for a movie or a snack?

never run short before the next allowance or paycheck?

They may not have any more money than you. They just manage better. They know where their money is going, they plan ahead for expenses they can't avoid, and they set aside money for the things they want. All of the above are related to management.

Management is your way of reacting to the environment. It's your planning and controlling your life, so you get what you want from living. It's your deciding what you want and then working to make it happen.

You work for your money, so make your money work for you. So that money can work for you, you must do some work in managing it. Use money to help you get what you want by

setting goals.

making plans.

following your plans.

changing your plans if you need to.

To do this you must know

what you want from your money.

how much money you have.

how to make a spending plan.

how you spend your money.

how to make changes in your spending plan.

What Do You Want

You work for your money—let it work for you. You decide how much to spend. Don't let your money spend itself by trickling out of your pocket. So this doesn't happen, you must set some goals for yourself.

Goals might include what you may want to do or to be. Your choice for a life's career may be influenced by such things as books, music, tools, or art supplies. Think about developing some special interest when buying things for yourself.

There are three ways to use your money. You can spend money on yourself, you can save money (that is, put it aside to use for something special in the future), or you can share money by spending it on others.

Set some goals for using your money. Goals are clear statements of what you want for your money. Goals might be

a new tape recorder.
a birthday present for your mother.
a trip.
a new record.

Goals can be long term or short term. A long-term goal requires a long period of time to achieve. Usually there is a lot involved in accomplishing a long-term goal. Long-term goals often involve aspects of life that are very important to individuals.

Short-term goals may be what you want next week or next month or even tomorrow. Short-term goals can serve as stepping stones to accomplish long-range goals. It's like doing your homework in chemistry every night in order to get a good grade, so you can study science in college.

Some goals are possible; some may be impossible for you at this time. Be reasonable about the goals you set for yourself. Avoid aiming at goals that are either too high or too low. When a girl's goals are always unrealistically high, the result is a frustrated individual who never seems to get where she wants to go. On the other hand, aiming too low keeps a girl from reaching her full potential.

Values

What is important to you? Values give meaning to one's life by providing the basis for deciding what is more worthwhile and what is less so. They are general guides to a person's behavior which grow out of one's experiences. Your values are ideas you have about what is desirable, good, and important.

Where do your values come from? Your values reflect your total life experience. They come from your family, tribe, and society, the particular experiences you've had in life, your physical makeup, and needs.

Every person must decide on her own set of values. You are unique, so no one else's set of values will be just right for you. Only if you choose values that are just right for you will you be able to decide which goals are best for yourself and which you have a chance to reach.

Some of your values may change somewhat, as you change. New ideas, new knowledge, new activities, new friends, all influence how you think and feel about things and what you consider important.

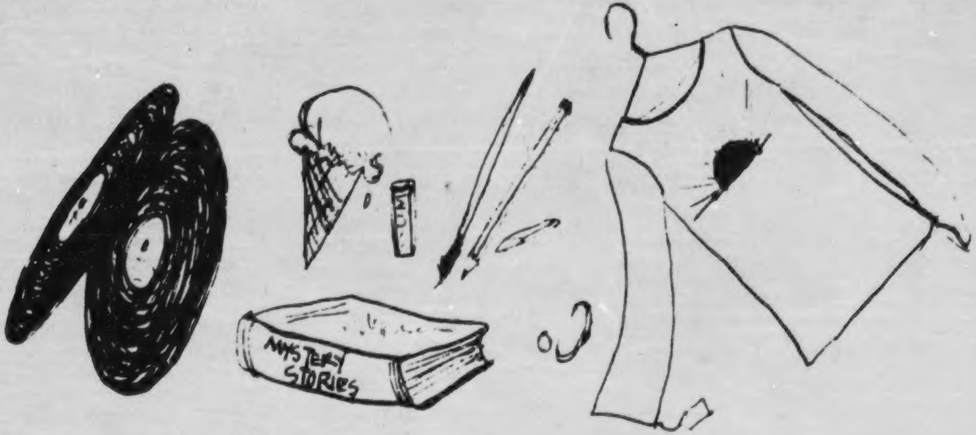
What Do You Want?

Decision Making

To spend your money as you want, you must make decisions and realize the consequences or results of those decisions. Decision making is simply thinking about all the choices you have to make, considering the possible results of each choice, and then choosing one of the possibilities.

For example, if you have $25 you could save it to buy hunting equipment, but do you really want or need hunting equipment? Would you have enough time to use it? Can you afford to save the money, or would you rather have a bow and some arrows?

You could spend it on a new winter jacket, but do you really need a new jacket? Can you get a good quality jacket for $25? Will your old jacket do just as well?



Or do you want to buy some art supplies? Do you really need or want art supplies? Will you use them if you buy them? Or do you want the jacket more than the art supplies?

When you make a decision to buy one thing, you give up buying something else. For example, you may give up a record or tape for a new book.

Management is made up of decision making. A person who is a skillful decision maker has more freedom in her life and greater control over her life, because she reduces the amount of uncertainty in her choices and limits the degree to which change or other people determine her future.

How Much Money Do You Have?

The first step in managing your money is to know exactly how much money you really have. A word of caution when figuring your income: Don't count money that you don't have, such as the money you might get for a gift or your total earnings. Remember that taxes and social security are deducted from your pay check.

You probably get money in one of four ways. You might get money by what is called a handout system—that is, getting money when you ask for it. Or you might get an allowance. You might earn money. Sometimes you get money as a gift.

List the money with which you will have to work. If you receive an allowance, include this as part of your income. If your parents occasionally give you spending money, figure the average amount. If you work irregularly, take the average amount that you receive.

Take a look at how much money you have, what you spend it for, what you would like to spend it for.

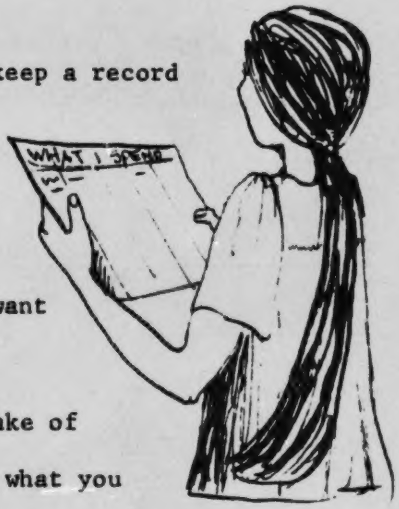
Usually one does not have as much money as she wants. That means she uses resources other than money. For example, she might check a book out from the library rather than buying it. Or she might make a gift instead of buying one.

How You Spend Your Money Each Day

Record Keeping

Does your money seem to disappear? Do you sometimes feel as if you don't have anything to show for your money? Keeping records for a while may help you. Keep a record of how you spend your money for two weeks, or a month.

A record may tell you that you are spending money for things you don't really want. Once a day, or every three or four days (if you wait too long you forget), jot down in the record what you have spent. You may be surprised! Keeping receipts may help you with record keeping. Keep the receipts in a place where you can easily find them, or use a notebook to jot down where you have spent your money. Then every few days, or after a shopping trip, use the receipts to record your spending.



Some people think that they can plan and keep a record in their head. There is danger in forgetting something or not getting the best use of money if you use this method. The main point is to make your money work for you, to get what you want from it.

Remember, record keeping is not for the sake of keeping records, but to see if you are getting what you really want from your money.

Once you know where your money is going, you will be able to make a spending plan for yourself.

Resources Besides Money

Fortunately, a person usually has more resources than money. What are resources? Resources are things that we have to work with, the things that we have to use to help us get the things we want.

There are lots of resources besides money. There are really two types of resources which we have available to use: our human resources (personal qualities) and our nonhuman resources (things).

Human resources include:

Energy
Interest
Abilities
Skills

Knowledge
Attitudes

Nonhuman resources include:

Time
Money
Community facilities
Material goods

Examples of each of the human resources which people have are:

Energy:
amount needed to do some work

Interests:
gardening, music, art, mechanics

Abilities or skills:
intellectual ability, skill in cooking

Knowledge:
information needed

Attitudes:
willingness to accept change, optimism

Examples of each of the nonhuman resources which people have are:

Material goods:
house, car, food, equipment

Money:
savings, wages

Community facilities:
library, community building, stores, roads

Time:
hour, day, week, lifetime

About Resources

Your resources tend to be scarce or limited. A resource that's used for one purpose can't be used for another. For example, you can't use the same money to buy both a record player and a coat. You can't use the same time to go with the crowd to a movie and to study for a test the next day. This means you have to make some choices. Your values and goals help you make these choices.

Some of your resources may be in shorter supply than others. Often you can substitute a resource that is fairly plentiful for another that is limited. When money is a problem, for example, you may be able to substitute your time, knowledge, and skills to make something instead of buying it. For example, you may be able to make your own clothes instead of buying them. Here you draw on your time, skill, and knowledge instead of paying someone else to do jobs for you.

Most resources tend to be used up. However, the human resource is exciting in that it grows and increases with use and experience. Human resource can be created! Whenever you gain new knowledge, wisdom, skills, and abilities, you expand the resources you have to work with.

The resources you have may be quite different from those of your friends and neighbors. The way you decide to use your resources may also be different from the way your friends and neighbors use the same type of resources. The important things is that you use your resources in a way that helps you solve your problems and reach your goals.

How You Spend Your Money

Must Haves - Needs

Needs are things over which one has little or no choice. They are things you must have. For example, if you are to have school supplies such as paper and pens, you may need to buy them. If you are to have winter boots to wear, you may need to buy them. During your teen years parents often take care of many of your "must haves" or needs. Included in those needs are things like housing, food, and medical care.

SCHOOL BOOKS

Wants

Wants are things about which you have some choice. For example, you may buy either a new sweater or go to a party; or you may take a trip or buy a new record. Wants are things you don't have to have but which you would like to have. Wants and needs are different for different people.

Set-Asides - Savings

Some things such as Christmas presents, winter clothes, or a swim suit you are likely to buy at only one time of the year. The best way to have money for things in the future is to set it aside before you spend your income. If you wait to do this until the end of the week or the end of the month you may have nothing left to set aside. Why not start putting some of that money aside in a savings account in a bank? Why not go to the bank before you spend the money?

It's a good idea to start saving some money to use when you go out to live by yourself or when you continue your education beyond high school.

You may feel that all of this planning and record keeping is unnecessary for the small amount of money that you have. But really anyone who has money to spend has money to manage. Besides, it is good practice for the time when you become a student away from home or when you set up housekeeping for yourself. As your income, your needs and wants, and your spending patterns change, you'll make new budgets at different stages in your life. But how you make and stick with a budget is always the same. It pays to learn to do it now.

How To Make A Spending Plan

Planning

Knowing how much money you have helps you plan so you can reach your goals. If you buy three records instead of one, you may have to wait another month to buy the special shirt you have been wanting.

Choices When Spending Money

Figure out the amount of your income, the money you get, for each week or month. Be realistic. Work with the lowest figure. Don't count money you are not sure of having.

Remember the difference between your gross income and net income, or take-home pay. Your take-home pay is the amount of your paycheck. Taxes deducted from your paycheck can be counted as savings if you get them back next year. Also social security is taken from your earnings.

Decide how much you are going to save each pay period. Total up how much it will cost you each week or month to get your "must haves" —those things you cannot do without. "Must haves" are different for each person. For some, clothing is a "must have;" for others school books may be "must haves."

Think about the things you want. How much do they cost? Can you afford them next week, next month, or six months from now? Next take a look at what you want to do with your money in the future. How much must you save each week or month to take care of your wants?

To complete your spending plan:

1. Decide what you are going to "set aside" or save.
2. Subtract savings from your "must haves" or needs.
3. What is left for your wants?

SPENDING
RECORD

Now that you have decided about a spending plan, you will probably want to think about the particular item that you plan to buy. Being a good consumer takes some effort.

For example, when you decide to buy a winter jacket there are several things you will probably need to consider. Following are some of them:

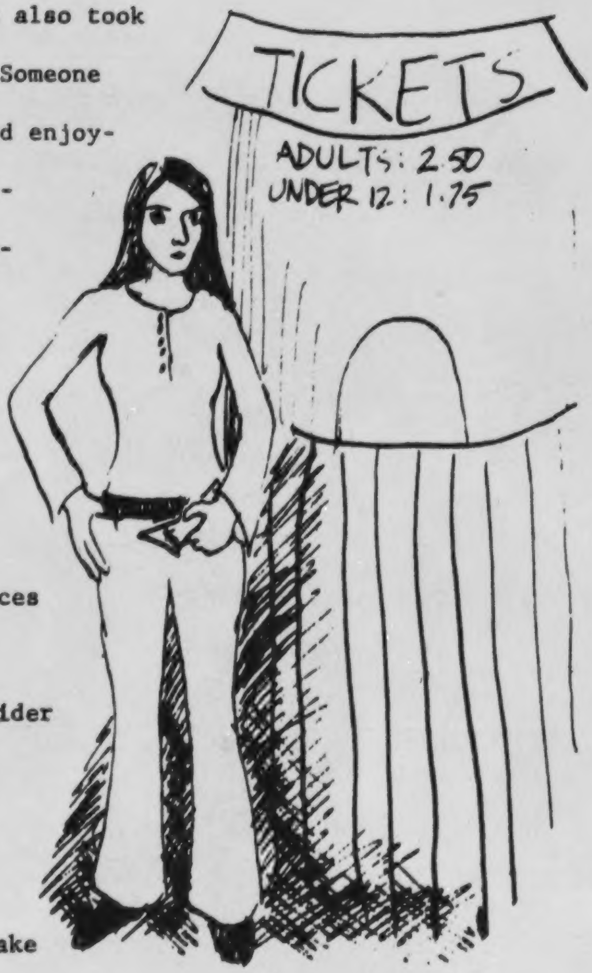
1. Does it fit? Will it fit next year?
2. Is it washable, or will it need to be dry cleaned?
3. How easily will it soil?
4. Is it warm enough?
5. Will the color match most of your clothes?
6. Does the cost fit your spending plan?
7. Is it well made, or might the seams rip out?

Before going shopping, make yourself a shopping list and stick to it. Also, beware of impulse buying. Impulse buying is buying something you didn't plan to buy. Usually it is an item that has caught your eye because of attractive packaging or advertising.

The Cost of Fun

One needs to strike a balance between work and recreation. The meaning of recreation depends on each person's values—what is important to her.

Not everything has a price tag, but it may cost the use of a resource. It may cost resources such as time or space, or the cost may involve other people's efforts. Suppose you go to a movie just because everyone else does. You do not enjoy the picture and wish you had not spent your money and your time. You also took up space or a seat in the theater. Someone else could have sat in your place and enjoyed the show. You used four basic resources—time, space, money, and people—and all were wasted.



Everything has an opportunity cost. This means that for each decision you make, another choice might have been a better one. Consider choices to be sure your resources serve you as you like.

When a resource is scarce, consider all alternatives. Substituting one resource for another is a good way to solve a shortage problem. For instance, if you can't buy a gift, make one.

What if you can't buy a gift and haven't the skill to make one? What can you do? You can do a job or something else that will bring someone pleasure.

When money is a scarce resource, it is smart to consider opportunity cost. Suppose you can buy one football ticket for $2.50 or two movie tickets for $2.50, or an item of clothing you really want for the same amount. Which will bring you more satisfaction? That decision is yours.

The way you choose to spend your money or any other resource depends upon your values. Your values are displayed in the choices you make.

Sharing

Giving can be just as satisfying as getting. Giving is necessary if one expects to continue to get. We give many things: our friendliness, love, time, talents, possessions, and money.

Sometimes you share your money with others when it is impossible to give something of yourself. Sometimes, sharing requires your using some money along with time, talent, or other resources.

A plan for the use of money, if it is realistic, will include an amount for sharing.

A little child is one of the most generous people in the world. A handful of the first dandelion blossoms brought to mother is a gift of love and is something available to the child. This may be just the beginning of a lifetime of giving gifts as an expression of love and affection.

Everyone enjoys receiving gifts. Most people enjoy giving if it gives happiness to another. The casual, unexpected gift is lots of fun.

Gifts need not cost money, but many gifts you may want to give cost some money. It is hard to have to make a last-minute decision when the money available will not buy a gift and pay for something you want for yourself. Planning ahead will keep you from getting in such a spot.

Entertaining

Sharing fun with friends may cost money. Going "dutch" at the neighborhood refreshment stand or the movies may be the way it is done. Sometimes you may invite a friend to join you and you pay the bill as host or hostess.

Your friends may gather at your home to hear records, watch TV, or play ball. Dad and mother have encouraged it and have furnished snacks and drinks. The treats come out of the family grocery supply. Families who enjoy entertaining find they must spend more for food than if they do less of this kind of sharing. It is easy to overlook this kind of expenditure as one that should be planned. However, a big unexpected party can really put a dent in a tight family budget.

Sharing is an important value for many Indian people. Make it fit with your plan of sharing, spending, and saving money.

How To Make Extra Dollars Work For You

Savings

Why Save?

SAVINGS ACCOUNT
DATE

Savings can give you:

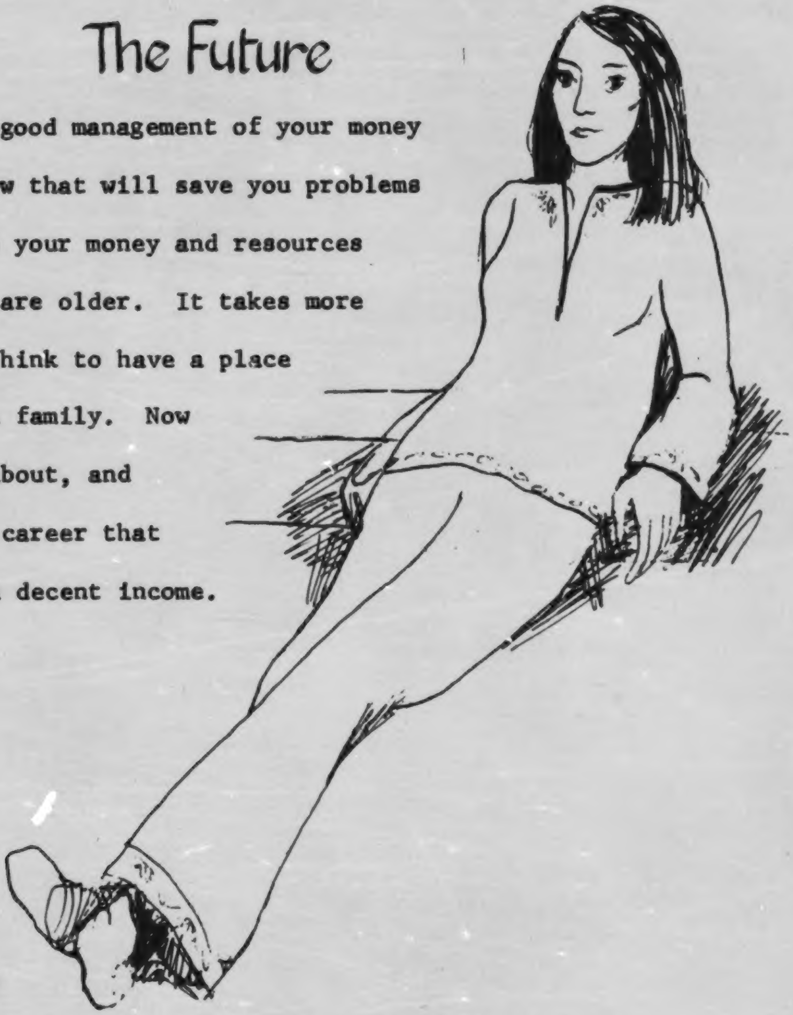
- Funds for education
- Things you want to have or do in the future
- A certain sense of security
- Funds for an emergency
- Extra money earned through interest
- Money to pay cash for goods and services
- An opportunity not to spend money on things you don't really want

It is easier to save money if you are saving it for a special purpose. When you save money, remember that you are paying yourself first. If you saved $5 each week for five years, at the end of five years you would have deposited $1300 but your savings account would total $1474.49, if your bank paid 5 percent interest compounded quarterly.

Why not put some of your money in a savings account at a bank? Ask the banker how easily and quickly you can get your money out of savings. Ask the banker how much your invested money will earn in interest. Interest is money earned on your savings. If you save money in a piggy bank at home, it is very easy to spend, and someone else may borrow it from you.

The Future

It is practicing good management of your money and resources right now that will save you problems and will help you make your money and resources work for you when you are older. It takes more money than one might think to have a place to live and to raise a family. Now is the time to think about, and plan for, the kind of career that can provide you with a decent income.



Activity Section

Making Choices

Sarah receives an allowance of $5.00 a week. She really feels it's important to save money, but she also likes to look like the other girls. Most of the girls are wearing a new type of shirt. The shirt costs $8.98. Will she take some money out of savings and get the new shirt this weekend or will she save her allowance for two weeks and get the shirt?

Why? How do her values conflict?

Sonya is really interested in art. She has been saving for some art supplies for quite a while. Now some of her friends plan to take a trip. She wants to go along, but it will cost $15.00.

What do you think she will do? Why?

Karen had saved part of her summer earnings to buy school clothes. But then she got a great urge to have a bicycle. She doesn't have enough savings for both.

What do you think she will decide? Why?

What's Important To Me?

1. If you had a chance to take a trip, which of the following would be most important to you?

_____ a. Planning it carefully in advance so you won't have to worry about costs, where you will stay, transportation, etc.

_____ b. Doing just what you want to do, when you want to do it, not feeling tied to a fixed plan or schedule.

_____ c. Going to places where you will learn something new or different.

_____ d. Having others in the group look to you to take the lead in deciding where to go and what to do.

2. Which of the following would be most important to you in a job?

_____ a. Opportunity to work on your own without close supervision.

_____ b. Opportunity in your work to be of service to people.

_____ c. Opportunity to keep learning new things.

_____ d. Opportunity to do things well.

3. Which of the following kinds of educational or training programs appeal to you the most?

_____ a. Training that would help you get a job where a group of people would be responsible to you.

_____ b. Training that would help prepare you for a job with good prospects of security.

_____ c. Training for being a nurse, social worker, counselor, or similar job in which you could help people with problems.

_____ d. Training for a job that demands a great deal of effort, such as a research scientist or a first-class musician.

4. Which of these would give you the greatest feeling of satisfaction?

_____ a. Completing a long or difficult job.

_____ b. Having enough money to feel secure about the future.

_____ c. Being a person of influence.

_____ d. Doing something for others.

Twenty Things I Love To Do

An important question to ask in the search for values is "am I really getting what I want out of life?" A person who simply settles for whatever comes her way, rather than pursuing her own goals, is probably not living a life based upon her freely chosen values. She usually ends up by feeling that her life is not very meaningful or satisfying. However, before we can go about building for a good life, we must know what it is we value and want. This activity helps you examine your most prized and cherished activities.

	1	2	3	4	5
1-					
2-					
3-					
4-					
5·					
6-					
7-					
8-					
9-					
10-					
11-					
12-					
13-					
14-					
15·					
16-					
17-					
18-					
19-					
20-					

PROCEDURE: As quickly as you can, list 20 things in life that you really love to do. They can be big things in life or little things. Using the suggested code below, code the 20 items listed above.

In column:

1. Place a $ sign opposite any item that costs more than $3.00 each time it is done.
2. Write the date of the last time you did each of these 20 things.
3. Place an N3 opposite the items that you would not have listed three years ago.
4. Place a $$ opposite the activities that require more than $10 worth of equipment.
5. Place an EQ opposite the items that affect the quality of your environment or your neighbors' environment.

Something About My Values

Have you ever thought about what you really consider important? Knowing what you consider important helps you better understand and appreciate yourself. It helps tell you who you are and where you should be going in life.

To help you get started in identifying your values, there's a list of values many people consider important. Check those that mean something to you. Opposite the checked values, write some of your feelings about what the word means to you.

The same value may mean different things to different people. The important thing is what a value means to you. For example, to one person friendship may mean having a few very close friends. To another person, friendship may mean knowing a large number of people casually.

Check	Value	To me, this means . . .
	Family togetherness	
	Friendship	
	Personal development	
	Helping others	
	Privacy	
	Beauty	
	Self-respect	
	Independence	

____ Fun, recreation ________________________________

____ Education ________________________________

____ Popularity ________________________________

____ Success ________________________________

____ Love ________________________________

____ Religion ________________________________

____ New Experience ________________________________

____ Self-expression ________________________________

____ Freedom ________________________________

____ Conformity ________________________________

____ Health ________________________________

____ Patriotism ________________________________

____ Others ________________________________

Did you check and describe many of the above values? There may be many things that are important to you. However, some things are more important to you than others.

My Income

List the money that you receive as a gift or as an allowance, and that which you earn during the next month. If you get money any other way, record it and give the source.

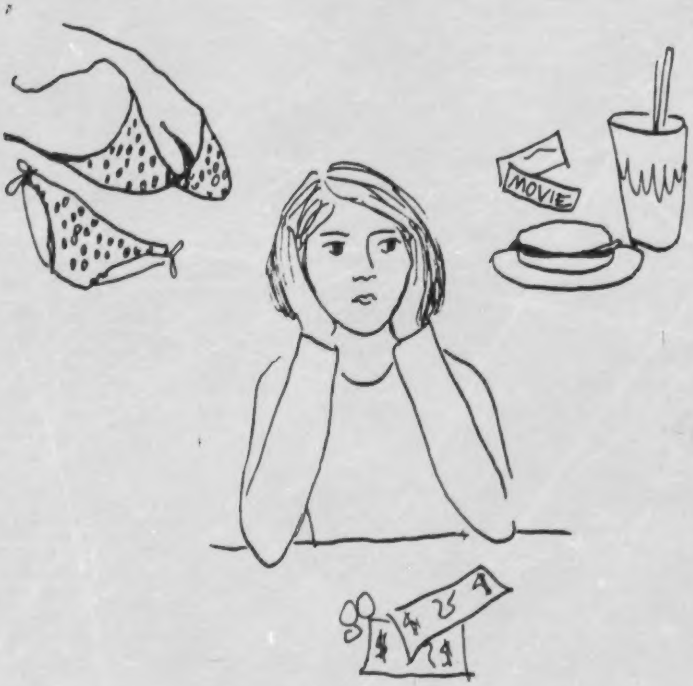
Use the following form to keep track of where your money comes from:

DATE	GIFTS	ALLOWANCE	EARN	OTHER AND SOURCE
TOTAL				

Income and Goals

Mary has saved $3.00 toward a bathing suit that costs $10.00. She has four more weeks before she needs the suit. She has been sitting with a neighbor child once a week for an hour for 50 cents. She can keep on babysitting. She gets an allowance of $2.00 a week. She goes to the show every week and has to have refreshments with the girls. By not going to the show she would have enough money for the bathing suit.

What would you do if you were Mary? Why?



Sandra wants to go to camp in the summer. She will need $10.00 more to finance the trip that is only two weeks away. She mowed the neighbor's lawn one time for $3.00. The lawn will need mowing only once more before time to go to camp. She is saving $1.00 a week out of her $2.50 weekly allowance to buy a new bicycle in the fall. She has saved for 25 weeks for the bicycle.

What do you think she could do to reach both of her goals? Do you think it would be better if she worked on one goal at a time? What would you tell her to do?

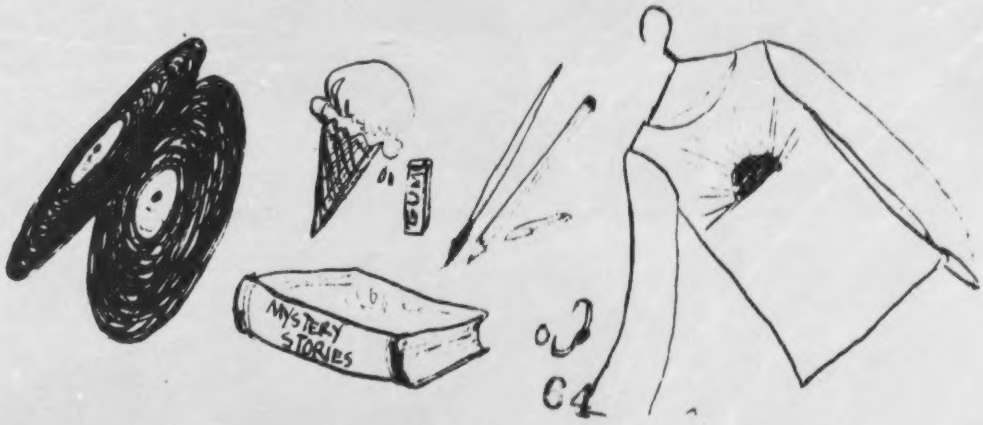
Income and Spending

Where does it come from?

______ allowance
______ special allowance funds (lunches, clothes, etc.)
______ earnings
______ gifts
______ ____
______ ____

Where does it go?

______ candy, gum, ice cream, hamburgers, other snacks
______ comic books, magazines, books, newspapers
______ gifts
______ hobbies
______ movies
______ repaying loans
______ savings for special purchase in near future
______ long-range savings in bank account
______ club dues
______ sports equipment and repair
______ school supplies
______ football, baseball games, etc.
______ concerts
______ school plays
______ athletic fees
______ dances
______ class trips
______ dating expenses
______ phone calls
______ musical instrument, record player, etc.
______ records
______ haircuts
______ cosmetics, toiletries
______ clothing
______ dressmaking materials
______ clothing upkeep (cleaning, alterations, shoe repair, etc.)
______ emergencies
______ ____
______ ____
______ ____



My Spending Record

DATE	ITEM BOUGHT	FOOD & SNACKS	CLOTHES	THINGS JUST FOR ME	TRANSPORTATION	FUN & HOBBIES	EDUCATION	GIFTS
	TOTAL	$ ______	$ ______	$ ______	$ ______	$ ______	$ ______	$ ______

My Resources

It's possible to think of resources as being divided into four categories: time, human, material, and space. The most important of these is the human resources, or YOU! On the following pages you will look at all the resources you have and think about your assets and your problems.

TIME: You have 24 hours in a day. This time is used for:

a. School or work
b. Recreation or free time
c. Maintenance: this includes basic activities done to maintain life: eating, sleeping, personal care, and grooming.

Do you have problems with time? Check your problems.

School or Work Time

______ Organizing

______ Adding activities

______ Eliminating activities

Recreation or Free Time

______ Organizing

______ Adding activities

______ Eliminating activities

Maintenance Time

______ Organizing

______ Adding activities

______ Eliminating activities

What are your most important problems with time? ______________________________

____

____

____

HUMAN RESOURCES: The greatest resource you have is yourself and your potential. Other people and their potential can also be a valuable resource.

You may have problems with certain human resources. Other human resources will be an asset. Check your problems and assets. The same resource may be both a problem and an asset.

PROBLEM	ASSET	INDIVIDUAL RESOURCES (YOU)
______	______	Knowledge, wisdom
______	______	Abilities, skills
______	______	Energy
______	______	Attitudes
______	______	Character
______	______	Personality traits
______	______	Motivation
______	______	Determination
______	______	Health
______	______	Physical attributes, personal appearance
______	______	Status
______	______	Other human qualities
		Others: Other individuals and organized groups
______	______	Family
______	______	Friends
______	______	Other individuals
______	______	Social clubs
______	______	Church groups
______	______	

What are your most important problems and most valuable assets with human resources? ____

____

MATERIAL RESOURCES: Your material possessions include everything money buys, plus money itself, natural resources, and all the community opportunities available to you.

Check your problems and assets.

PROBLEM	ASSET	MATERIAL POSSESSIONS
______	______	Money
______	______	Clothing
______	______	Personal possessions
______	______	Car, other means of transportation
______	______	Recreational equipment

PROBLEM	ASSET	COMMUNITY OPPORTUNITIES
______	______	School
______	______	Library
______	______	Stores
______	______	Community building
______	______	Public recreation areas
______	______	Other

What are your most important problems and assets with material resources?

____

____

____

SPACE: Space on earth is limited. With population increases and industrial growth, we have more and more demands for space on land and in the air.

Check your problems and assets.

PROBLEM	ASSET	SPACE FOR LIVING
______	______	Study space
______	______	Storage space

________ ________ Space for privacy

________ ________ Outdoor space

________ ________ Space to be with friends

What are your most important problems and assets with space?

____

____

____

What resources do you have to work for you? Frequently people fail to recognize many of the resources available to them. As a result they don't use everything they can to reach goals or solve problems. Make the best use of what you have.

A Want Or a Need

Try to decide if each girl used her money for a want or a need.

A Want A Need Not Sure

______ ______ ______ 1. Mary chooses to use her money for two records rather than for new boots, even though her boots leak.

______ ______ ______ 2. Molly is to pay for the guitar lessons she is taking. She saw a pair of jeans that she thought she couldn't live without. She bought the jeans and now can't pay for her guitar lessons.

______ ______ ______ 3. Sara is earning money by working at the tribal building. She is surprised when her mother shows her a $25.00 phone bill that Sara ran up by calling long distance to kids she met at camp. Sara pays the bill.

______ ______ ______ 4. Susie is working at the tribal hall. She bought her own typewriter on credit. She earns enough to make the payments. Last weekend she spent time in town with her friends. Somehow she spent all her money. Now she can't make her payments.

What I Need Money For

List below what you need money for, how much each item will cost, and where you will get the money. Do this for the next month.

What I Need Money For	How Much Money	Where I Will Get the Money

Spending Plan

Month	Income Amount per Month
____________	$ ____________
____________	$ ____________
____________	$ ____________

TOTAL INCOME . . . .$ ____________

Set Asides (Savings)		Month	Month	Month	Total
________________	$				
________________	$				
________________	$				
TOTAL	$				

Expenses (Wants, Needs)					
Food (Snacks, etc.)	$				
Clothing.	$				
Personal (Makeup, toothpaste) . .	$				
Transportation (Gas, rides) . . .	$				
Recreation (Movies, games, records).	$				
Education (Books, magazines). . .	$				
Gifts	$				
TOTAL.	$				

TOTAL SET ASIDES . . . . $ ____________

TOTAL EXPENSES . . . . $ ____________

TOTAL. . . . . $ ____________

Using Money

Abby works at the community building and earns $20 a week. Her parents provide money for her clothes and school supplies. Make a spending plan for Abby.

Amy works at the tribal hall. She earns $25 a week. From this money she must buy her clothes and pay for her recreation. Make a spending plan for Amy.

Lucille babysits about two nights a week. She earns about $7.00 a week doing this. Her mother usually gives her $5.00 a week for spending money. Her mother also buys her big clothing items such as a coat and boots in winter and a new set of school clothes in the fall. Make a spending plan for Lucille.

Sara is employed at the tribal office and usually earns about $60 a month. She planned to spend $5.00 a week on recreation, to save $5.00 a week, to save and/or spend $5.00 a week on clothes, and to save and/or spend $5.00 a week on personal items such as shampoo and toothpaste. At the end of the month her spending record showed the following:

Recreation	$25.00
Clothing	$25.00
Personal items	$10.00

What adjustments do you think Sara should make?

WHAT I SPEND

Spending and Choices

Margaret has more jeans than she knows what to do with. Yet, when it is time to do something with her friends that takes money, she is always broke.

What could Margaret do so that she would have money when she needed it?

GUM
MYSTERY STORIES

Mary is concerned because her money is gone before she has a chance to buy what she really wants with it.

What can Mary do so this won't happen?

Martha would like to have a tape recorder. She has been working at the community building. She feels that she never has anything to show for her earnings and has no money saved for a tape recorder.

How could Martha change this situation?

My Plan For Sharing

Make a list of people to whom you think you will give gifts during the next year. If the gifts are for special occasions, what are they? How much do you expect to pay for them?

Who	Why	Cost	Resources besides Money

My Plan For Savings

ITEMS WANTED	MONEY NEEDED

MyPlan

Where will the money came from?

____

____

____

How much will I save each week?

First Week	Second Week	Third Week	Fourth Week	Fifth Week	Sixth Week

SAVING
SAVINGS ACCOUNT
INTEREST
DATE

Spending After School

For the time being, decide where you will live when you finish school.

Estimate Income

For the time being, decide what career you are going to have. Check the salary in the Handbook of Job Facts. __________

Take Home Pay

What is deducted for taxes, social security, and insurance? Usually this is about 20 to 25 percent of a paycheck. __________

Estimate Living Expenses

Rent or house payment. How much will it cost to provide the type of housing you consider necessary? Ask people you know or check ads in a newspaper. __________

Food. Include both costs of food prepared at home and expenses for eating out. __________

Automobile payment - if you plan to buy an automobile. __________

Clothing. Estimate the amount it will take each month for clothing. Include costs of laundry and drycleaning, or make a separate category for these. __________

Medical costs. Expenses for medicine may be slim for your first few years. __________

Utilities. How much do you think it will take for electricity, gas, water, and telephone? If you are renting, these may be included in your rent bill. __________

Automobile insurance - may be included in your automobile payment. __________

Other car expense. How much do you think it will take for gasoline for a month? (It costs from 11¢ to 15¢ a mile to operate a car.) __________

Recreation. What will it cost for recreation? __________

Insurance __________

Other. For what else will you spend money? Add other expenses here. __________

If you spend your whole months salary, you are overspending your income. Why? Because there are some expenses you will pay only once a year or once a quarter. Some of these are:

Automobile license. __________

Auto repair. It's hard to plan for this item, because you don't know when it will be needed. __________

Emergency medical expenses. __________

Christmas spending. __________

Make an estimate of these, divide by 12, and allow this amount each month.

Now, total all your living expenses. How does this compare with your estimated income?

GARAGE SALE

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Choices & Careers
Free To Choose

Leaders Guide

Your Money — Unit For Girls

by Cathaleen Finley

UWEX Cooperative Extension Programs
University of Wisconsin-Extension

W2GX13

Your Money - Unit for Girls

Concept There are individual attitudes toward the use of money.

Objective

Girls will understand that individuals have different attitudes toward money.

Background Information

The spending of one's money is a personal thing. While there are principles for everyone to use when managing her money, it must be remembered that the use of income is partly determined by values, goals, and attitudes.

Learning Experiences

For Girls 9-11 and 12-14 Years Old

1. Have the girls complete the activity sheet, "What I Like to Do," on page 4 of Book I and on page 13 of Book II. After they have completed it, ask how they felt about the different questions. They might respond by raising one hand and shaking it if they strongly agree, raising a hand and holding it still if they just agree, putting a hand down if they disagree, and putting a hand down and shaking it if they heartily disagree. Point out that there are no right or wrong answers and that the exercise shows that most people have different attitudes about using money.
2. Explain to the girls that there are many words used to describe people and money. Below are a few words and famous characters

with money meanings.

1. King Midas — a legendary king who had the power to turn everything he touched into gold.
2. Ebenezer Scrooge — a miser who lived miserably in order to hoard or keep all his money.
3. Spendthrift — a person who spends his money wastefully.
4. Generous Person — someone who is warmhearted and is ready to give to a worthy cause.
5. Moocher or Sponge — someone who gets something from another by imposing on hospitality or good nature.
6. Penny Pincher — someone who tries to get a dollar's value for every dollar spent.

You might want to tell the girls the stories about King Midas and Ebenezer Scrooge. You'll want to emphasize the money attitudes of these two characters and how these attitudes affected their lives.

Discuss the money attitudes of people who are spendthrifts, penny pinchers, moochers or sponges, and generous persons. Point out how different people have different attitudes about money and how any attitude that is carried to extremes may not be desireable, but that people have the right to their own opinions.

2. Have the girls make a list of all the words they know that are used in talking about money. See who can make the longest list. Following are some examples:

money-centered world
thrift
penny pincher
free-hearted
generous
spendthrift
stingy
moocher
miserly
price

For Girls 15-18 Years Old

1. Pass out the money "quotes" to the girls. Have them discuss some of the ones they agree with and some of the ones they disagree with. Why do they agree or disagree? Point out how some of the quotes

take opposite points of view.

Following is the list of quotes:

1. If you add only a little to a little and do this often, soon that little will become great.
2. Dig a well before you are thirsty.
3. He that buys what he does not want will soon want what he cannot buy.
4. Wise men say keep somewhat till a rainy day.
5. Ready money is Aladdin's lamp.
6. A penny saved is a penny earned.
7. Money is a good servant but a bad master.
8. It is better to have a hen tomorrow than an egg today.
9. A stitch in time saves nine.
10. Money is a guarantee that we may have what we want in the future.
11. Money has no legs, but it runs.
12. A man who both spends and saves has both enjoyments.
13. Oh, why don't you save all the money you earn? If I didn't have to eat, I'd have money to burn.
14. In the old days a man who saved money was a miser; nowadays he's a wonder.
15. I find it more trouble to watch after money than to get it.
16. Of saving cometh having.
17. It was said of old Sarah, Duchess of Marlborough, that she never puts dots over her i's, to save ink.
18. Money is like an arm or a leg — use it or lose it.
19. The use of money is all the advantage there is in having money.
20. Money is like an eel in the hand.
21. Money is more trouble than it's worth.
22. He who has a choice has trouble.

23. Budgets are not merely affairs of arithmetic.

24. The real price of everything is the toil and trouble of acquiring it.

25. Nowadays people know the price of everything and the value of nothing.

26. Many of us spend half our time wishing for things we could have if we didn't spend half our time wishing.

27. Money can beget money, and its offspring can beget more.

28. Let us all be happy and live within our means, even if we have to borrow the money to do it.

29. A father is a banker provided by nature.

30. It's good to have money and the things that money can buy, but it's good, too, to check up once in awhile and make sure you haven't lost the things that money can't buy.

31. Don't a fellow feel good after he gets out of a store where he nearly bought something.

32. The future is purchased by the present.

33. The future belongs to him who knows how to wait.

Concept Managing money is based upon goals.

Objective

Girls will understand how goals relate to managing their money.

Background Information

For people to get what they really want from their money, they must have well-defined goals. For teenage girls, goals may include saving for a bike or saving for education beyond high school. Those would probably be long-term goals. Girls might have some short-term goals such as buying a new record, seeing a certain movie when it comes to town, or buying a new pair of jeans. Setting goals is a way of saying "I will do such and such, by a certain time."

When setting goals, one should remember that money can be divided three ways. Money can be spent on oneself, it can be saved, or it can be shared with others.

Learning Experiences

For Girls 9-11 and 12-14 Years Old

1. Discuss with the girls how money can be spent, shared, or saved. Ask them to name some examples of each one. Have the girls complete the activity sheet, "Which of the Big S's?" It is on page 5 of Book I and on page 14 of Book II. Have them share their answers and the reasons for their answers. Also, have them discuss what goals each girl had.
2. Ask the girls to list what they would do if they suddenly were given $100 to spend. After they have made this list, ask them how many would have:
    a. given some of it away.
    b. saved some of it.
    c. spent it for fun things.
    d. spent if for things they really needed.

For Girls 12-14 and 15-18 Years Old

1. Ask the girls what are some of their tribal values regarding money. Why do they think those values exist? Why do they think they are important?
2. Discuss with the girls what the term "goal" means. Explain how it relates to managing money. Point out the difference between long- and short-term goals.
3. Have the girls work in groups of two or three and make up stories

of how mythical girls manage their money. Discuss their stories and decide what goals, both long-range and short-term, the mythical girls may have had or not had.

Concept One's values are closely related to how one spends money.

Objective

Girls will understand the relationship between spending money and their values.

Background Information

Values, the ideas of what is right, good, or best, are a significant part of culture. They represent the qualities, situations, and things we hold dear, prize, and cherish—what we strive for, the things we reward. Values are concerned with all of life. Values have varying degrees of strength. Some are high on our list and are musts. Others are lower; they are preferred but not essential. To some values we give lip-service, but they do not really influence behavior. Others are considered ideals, things we strive for but do not consider reachable. Sometimes values clash; they are not always in agreement.

Learning Experiences

For Girls 12-14 and 15-18 Years Old

1. Have a supply of magazines for the girls to use. Have the girls clip pictures that illustrate things they value. If they can't find pictures of things they value, they can draw pictures. If the girls like, have them put the pictures and/or drawings into a collage.

2. Have the girls discuss "Making Choices," a set of case studies that illustrate values and choices. They are on page 15 of Book II and on page 17 of Book III.

For Girls 15-18 Years Old

1. Have the girls complete the activity "What's Important to Me?" on page 18 of Book III. Point out that there are no right or wrong answers. When the girls have finished, discuss how their answers relate to their values.
2. Have the girls complete the activity "Twenty Things I Love to Do" on page 19 of Book III. Ask them to share some of the things they learned about themselves.
3. At home, the girls might like to complete the activity "Something About My Values" on pages 20 and 21 of Book III.

Concept One needs to know her income before she can manage her money.

Objective

Girls will be able to determine their income.

Learning Experiences

For Girls 9-11, 12-14, and 15-18 Years Old

1. Have the girls use the form "My Income" on page 6 of Book I, on page 16 of Book II, and on page 22 of Book III.

For Girls 12-14 and 15-18 Years Old

1. Have the girls brainstorm and list all the possible ways they can earn money in their community.

2. Have the girls try to solve the problem in the case studies "Income and Goals" on page 17 of Book II and on page 23 of Book III.

Concept One must know where she is spending money before she can manage it.

Objective

Girls will be able to keep a spending record.

Background Information

If one keeps a record of her spending, it is easier to know where her money is going and if she is really getting what she wants from her income.

Learning Experiences

For Girls 12-14 and 15-18 Years Old

1. Ask the girls to write down the amount of money they had last week. Next, ask them to list how they spent their money. If they have trouble remembering, have them use the activity sheet "Income and Spending" on page 18 of Book II and on page 24 of Book III.
2. Show the girls how to use "My Spending Record" on page 19 of Book II and on page 25 of Book III. Discuss with them why it is helpful to keep a record.

Concept There are many resources besides money.

Objective

Girls will understand how resources other than money can be used.

Background Information

Time, energy, skills, knowledge, material possessions, and community resources can all be used in place of money. For example, one can check a book out of the library instead of buying it. One can use some time and skills to make a gift rather than buying it.

Learning Experiences

For Girls 9-11, 12-14, and 15-18 Years Old

1. Have the girls pretend that their friend's birthday will be next week. Each has been invited to the party but has only 30 cents. There is no hope of getting more money. What resources other than money could they use for a gift? Discuss as a group what they could do about it.
2. Have the girls pretend they are a family and choose the role they would like to play. Mother's Day is six days away. Altogether, they have 50 cents. What can they use other than something money will buy to give their mother a nice Mother's Day gift? Have the girls role play the situation. The characters are:

   Mother
   Father
   Daughter, age 16
   Daughter, age 14
   Daughter, age 12
   Daughter, age 10
   Daughter, age 8
   Daughter, age 6

3. Have each girl list the community resources that she uses. See which girl has the longest list.
4. Have each girl list the skills she has which she considers special resources. Have the girls share their lists if they like.
5. Have the girls plan a mythical picnic, party, or some other fun

event, for which they will spend no more than $2.00.

For Girls 12-14 and 15-18 Years Old

1. Have the girls write in three or five minutes a list of all the human and nonhuman resources of which they can think. Time them. See who has the longest list. Have the girls share their lists with the group.

For Girls 15-18 Years Old

1. At home the girls might complete the activity sheet "My Resources" on pages 26-29 of Book III.

Concept There is a difference between wants and needs.

Objective

Girls will understand the difference between wants and needs.

Background Information

Needs are those things that a person must have. Wants are those things that a person can get along without.

Learning Experiences

For Girls 12-14 and 15-18 Years Old

1. Have the girls complete the activity sheet "A Want or a Need?" on page 20 of Book II and on page 30 of Book III.
2. Have the girls list some typical things for which they spend money. Have them decide which items are needs and which are "must haves."

Concept A spending plan helps one control her money.

Objective

Girls will be able to make a spending plan.

Background Information

Having a realistic spending plan is the beginning of effective money management. A workable plan depends on the needs, wants, and long-range plans of the person developing it rather than any averages of other people.

The definition of wants and needs (must haves) may be different from person to person and may be different for the same person at different times. While the principles of planning remain the same, the use of money changes as a person's income and life style change.

Learning Experiences

For Girls 12-14 and 15-18 Years Old

1. Ask the girls to complete the activity sheet "What I Need Money For" on page 21 of Book II and on page 31 of Book III. Have the girls think in terms of one month. Discuss with the girls how much items really cost. Discuss their total plans with them.
2. Ask the girls to share with the group mistakes they have made in the use of their money.
3. Ask the girls to share with the group how they have made their money work for them.
4. Show the girls how to use a spending plan. "My Spending Plan" is on page 22 of Book II and on page 32 of Book III.

For Girls 15-18 Years Old

1. Have the girls complete a spending plan for the girl in each of the case studies in "Using Money" on page 33 of Book III. Have the girls work in groups of three or four.

Concept	Managing one's money is related to the choices she makes when she shops.

Objective

Girls will be able to make judgements on consumer purchases.

Background Information

Help the girls develop a "feel" for buying the quality that fits their needs, using a shopping list, and avoiding impulse buying.

When one spends money she must make choices. The choices depend in part upon personal values and partly on information and skills related to buying. The choices one has are limited by one's financial resources.

Learning Experience

For Girls 15-18 Years Old

1. Have the girls discuss the case studies, Spending and Choices on page 34 of Book III.
2. Assign to each girl one of the items listed below.

   Tell the girls to think of all the questions they would ask themselves in deciding whether or not to buy the item. If they do decide to buy the item, they should give their reasons. The reasons should be more than, "I'm buying it just because I want it." Also, reasons should be given for deciding not to buy an item.

a. Pair of bright pink jeans costing $9.00 and/or a pair of bright pink jeans costing $20.00. (This example will give you an indication of whether or not price makes a difference in the choice of an item.)
b. Huge poster of a favorite singer.
c. Wristwatch.
d. Teddy bear.
e. Stereo.
f. Movie and refreshments.
g. Party dress.
h. 45 rpm record of the latest hit song.
i. Album of one of Beethoven's symphonies.
j. Blue sweater.
k. Two-piece bathing suit.
l. Pair of electric scissors.
m. Membership in a record-a-month club.
n. T-shirt with design on front.
o. Electric curling iron.
p. Bell-bottom slacks.

Concept Resources are related to recreation.

Objectives

1. Girls will understand that everyone needs recreation.
2. Girls will understand that everything costs, but the cost is not always money.

Background Information

A person must strike a balance between recreation and work. The meaning of recreation depends on each person's values, what is important to her. The way one feels about something determines whether it is work or fun. Some forms of recreation take money, while other forms take other kinds of resources.

Learning Experiences

For Girls 9-11, 12-14, and 15-18 Years Old

1. Have the girls take turns telling what they like to do for recreation. Point out why they need recreation.
2. Ruth, 13, and Ann, 14, are members of a large family. Money is scarce. They get an allowance for school supplies but none for nonessentials. They work for spending money, but jobs are scarce in their area. Discuss what they could do with their friends for recreation.
3. Have the girls plan an event for fun that does not cost any money. What resources are needed?

Concept Sharing money is part of managing one's money.

Objective

Girls will understand that it is appropriate to share money.

Background Information

Money can be spent on oneself, saved, or shared with others. For many Indian people, sharing is an important value.

Learning Experiences

For Girls 9-11, 12-14, and 15-18 Years Old

1. Discuss with the girls some of the ways Indians have shared in the past, and how they share today.
2. Discuss with the girls the benefits of sharing.

3. Have the girls choose teams of three or four and debate the pros and cons of the statement, "Too much sharing is too much of a good thing."

For Girls 12-14 and 15-18 Years Old

1. Have the girls complete the activity "My Plan for Sharing" on page 23 of Book II and on page 35 of Book III.

Concept Savings is part of managing one's money.

Objective

Girls will understand the benefits of saving money.

Background Information

Many people have the idea "but I don't have enough money to save." That's like the person who says, "I don't have enough money to manage." If one has money to spend, she has money to manage. Saving money is part of managing money.

For many, saving is not easy. Having a reason for savings, a specific goal, can help people to save.

Saving money requires planning, decision making, and action. Help the girls plan how much they will save and for what reasons. They must also decide where they will put the money they save, and then take the action necessary to put it there.

Help the girls learn where they can save money. What are the possibilities of a bank, a savings and loan, or a credit union in your community? Help the girls understand that saving money in an institution protects money against theft or loss, and that money will earn interest. Advise them to find out how easy it is to withdraw money. Remind them that when they keep money at home, it is easy to spend or lend. Thus, they may end up not saving any.

Learning Experiences

For Girls 9-11, 12-14, and 15-18 Years Old

1. Ask the girls if they have ever saved money for a specific purpose. How did it make them feel?
2. Ask the girls to list places where they can save money. What are the advantages and disadvantages of each place?

For Girls 12-14 and 15-18 Years Old

1. Have girls complete the activity sheets "My Plan for Saving" on page 24 of Book II and on page 36 of Book III.
2. Can girls name an emergency they might face in which money they had saved would come in handy?

For Girls 15-18 Years Old

1. The girls might take a field trip to a bank to learn about savings accounts, or some girl might go and bring back the following information to the group:
    a. interest rates.
    b. ease of withdrawal.
    c. deposit slips and withdrawal slips.
    d. application for opening an account.

SUMMARY

Learning Experiences

For Girls 9-11, 12-14, and 15-18 Years Old

1. Have the girls play the $ Game. The girls draw from the pack of cards and follow the directions on the card.
2. Have the girls make an exhibit showing what they have learned about money management. They could set up their exhibit where others could see it.

For Girls 15-18 Years Old

1. Have the girls complete the form "Spending After School" on pages 37-38 of Book III. To do this, they must select a career and a place to live. To complete the figures for various expenditures, they could use newspapers, visit people who have lived in that community, or use the suggested figures. Use the learning experience to show how much it costs to live. Relate this fact to the need for planning and preparing for a career.

The future is purchased by the present.

- Samuel Johnson
1709-1784

Don't a fellow feel good after he gets out of a store where he nearly bought something.

- Kin Hubbard
1868-1930

A father is a banker provided by nature.

- French Proverb

Budgets are not merely affairs of arithmetic.

- William
Gladstone
1809-1898

Let us all be happy and live within our means, even if we have to borrow the money to do it.

- Artemus Ward
1727-1800

Nowadays people know the price of everything and the value of nothing.

- Oscar Wilde
1854-1900

Money can beget money, and its off-spring can beget more.

- Benjamin Franklin
1706-1790

It's good to have money and the things that money can buy, but it's good, too, to check up once in a while and make sure you haven't lost the things that money can't buy.

- George H.
Lorimer
1868-1937

Money is like an eel in the hand.

- Welsh Proverb

It is better to have a hen tomorrow than an egg today.

- Thomas Fuller
1608-1661

Of saving cometh having.

- John Ray
1627-1705

A penny saved is a penny earned.

- English Proverb

In the old days a man who saved money was a miser; nowadays he's a wonder.

- Anonymous

Money is like an arm or a leg - use it or lose it.

- Henry Ford
1863-1947

Money is a guarantee that we may have what we want in the future.

- Aristotle
384-322 B.C.

A man who both spends and saves has both enjoyments.

- Samuel Johnson
1709-1784

A stitch in time saves nine.

- English
Proverb

Dig a well before you are thirsty.

- Chinese
Proverb

Ready money is Aladdin's lamp.

- Lord Byron
1788-1824

If you add only a little to a little and do this often, soon that little will become great.

-Hesiod
8th Cent. B.C.

Money has no legs, but it runs.

- Japanese Proverb

Money is a good servant but a bad master.

- H. G. Bohn
1796-1884

Wise men say
Keep somewhat till a rainy day.

- Nicholas Breton
1896-1966

He that buys what he does not want will soon want what he cannot buy.

- Caleb Colton
1780-1832

Many of us spend half our time wishing for things we could have if we didn't spend half our time wishing.

- Alexander
Woollcott
1887-1943

I find it more trouble to watch after money than to get it.

- Michel Montaigne
1533-1592

The real price of everything is the toil and trouble of acquiring it.

- Adam Smith
1723-1790

It was said of old Sarah, Duchess of Marlborough, that she never puts dots over her i's, to save ink.

- Horace Walpole
1717-1797

The use of money is all the advantage there is in having money.

- Benjamin Franklin
1706-1790

He who has a choice has trouble.

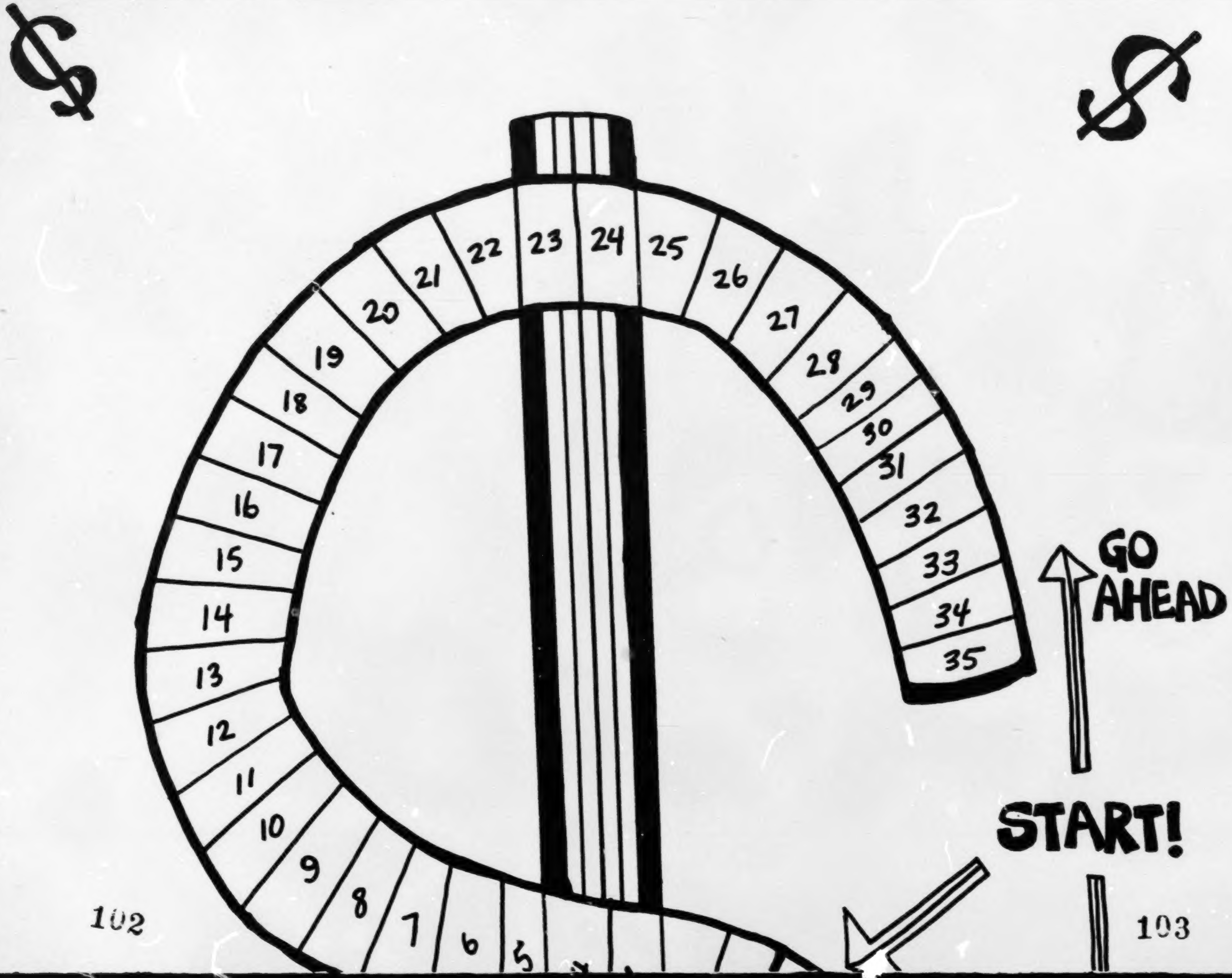
- Dutch Proverb

Money is more trouble than it's worth.

- Horace Greeley
1811-1872

Oh, why don't you save
All the money you earn?
If I didn't have to eat,
I'd have money to burn.

- "Hallelujah, I'm
a Bum" (American
song, About 1907)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GO AHEAD
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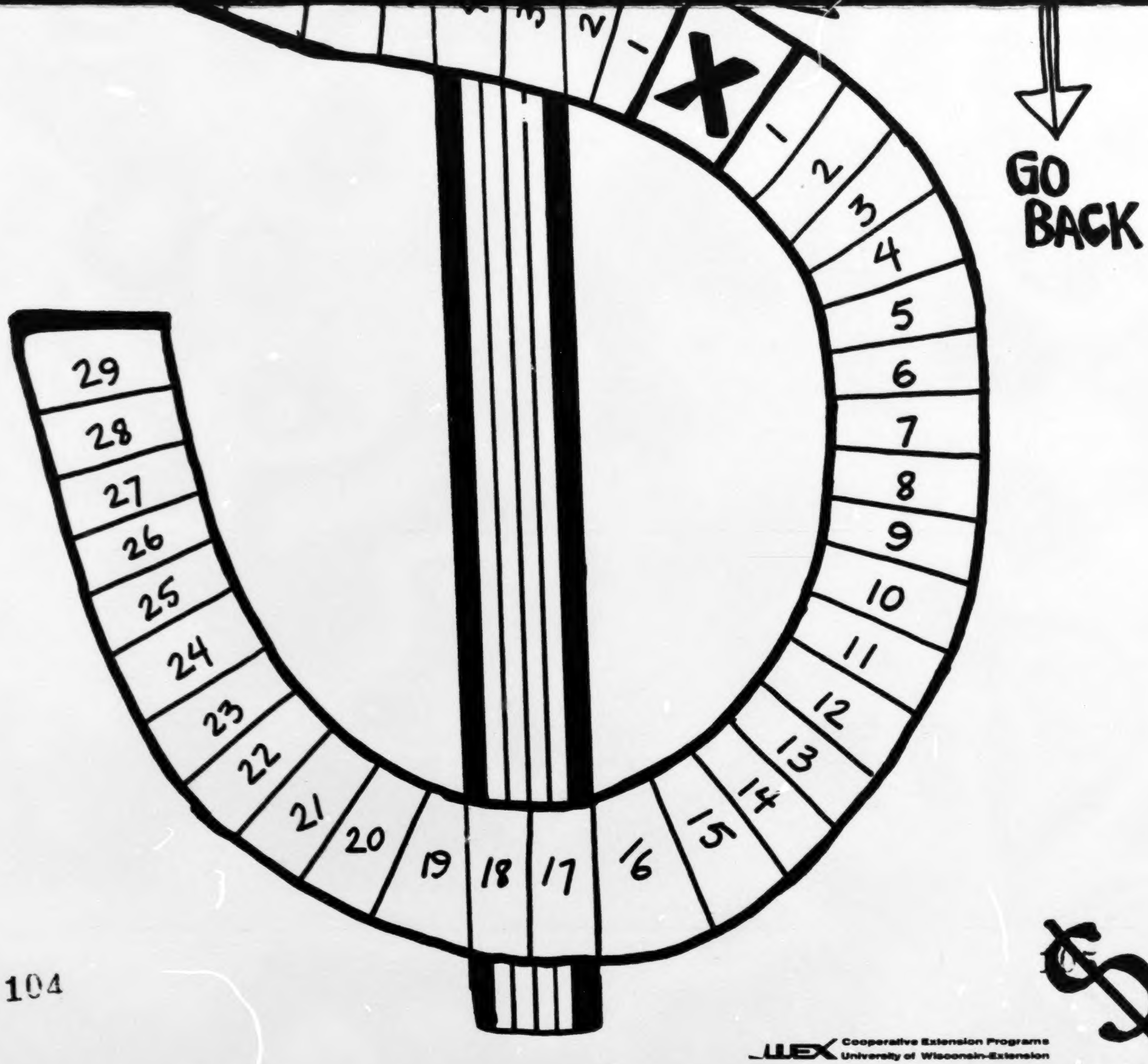
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GO BACK

UWEX Cooperative Extension Programs
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$ GAME

You share some money
with others.

GO AHEAD 5 points.

You forgot to pay back
the dollar you borrowed
from your best friend.

GO BACK 10 points.

You bought a pair of
tennis shoes the week
before they went on sale.

STAY WHERE YOU ARE.

You bought a record
that you wanted when
you needed new socks.

GO BACK 10 points.

You believe it is
as important to give
of yourself as to give
money.

GO AHEAD 5 points.

You would probably buy
something because it
comes in a pretty package.

GO BACK 10 points.

You bought a new shirt
and it didn't fit when
you got home.

GO BACK 10 points.

You spend some money
for fun.

GO AHEAD 5 points.

A GAME

You act like Sally Spendthrift and spend money without a thought for tomorrow.

GO BACK 10 points.

You act like Della Dreamer and never think of what you're going to need to buy.

GO BACK 10 points.

You figured out your income but counted a birthday check from Uncle Mike which you didn't receive.

GO BACK 5 points.

You use your money as you want, not as your friends do.

GO AHEAD 5 points.

You keep your "must haves" and wants straight.

GO AHEAD 10 points.

You act like Tillie Tightwad and never spend a cent.

GO BACK 10 points.

You earn $5.00 by babysitting.

GO AHEAD 5 points.

You spend, share, and save your money.

GO AHEAD 15 points.

$ GAME

You share, spend, and save money.

GO AHEAD 10 points.

You know that when you spend money for one thing, you give up money for something else.

GO AHEAD 5 points.

You don't always plan to spend your money as your friends do.

GO AHEAD 10 points.

You spend an hour figuring out where you spent a quarter.

GO BACK 5 points.

You keep a list of where you spend your money--but never use it.

STAY WHERE YOU ARE.

You save your money in a piggy bank.

STAY WHERE YOU ARE.

You keep a list of where you spend your money--but never use it.

STAY WHERE YOU ARE.

You put $5.00 in your savings account.

GO AHEAD 5 points.

$ GAME

You recorded in a notebook how you spent money in the last week.

GO AHEAD 10 points.

You believe that, except for human resources, most resources are scarce.

GO AHEAD 5 points

You believe natural resources should be saved.

GO AHEAD 10 points.

You're likely to buy things without thinking about what to buy before going shopping.

GO BACK 5 points.

You thought having a new pair of jeans was important. Now you don't have money for school supplies.

GO BACK 15 points.

If you needed new tennis shoes, and found a pair on sale, you would buy them even if they were a bit tight.

GO BACK 10 points.

You believe time as well as money is a resource that can be used.

GO AHEAD 10 points.

Why should one save money? Money is for spending.

STAY WHERE YOU ARE.

$ GAME

You make a birthday present for your Grandma instead of buying one.

GO AHEAD 5 points.

You are never broke, but you do spend money with your friends.

GO AHEAD 10 points.

You spent your paycheck on one weekend and can't remember where the money went.

GO BACK 15 points.

You borrow $2.00 from your friend because you ran out of money.

GO BACK 10 points.

You have saved $10 from your last paycheck

GO AHEAD 5 points

You have a spending plan, but never use it.

STAY WHERE YOU ARE.

When you decide how to spend money you think of the consequences.

GO AHEAD 15 points.

You know what you want to spend your money for.

GO AHEAD 5 points.